DOCUMENT RESUME

ED 201 178 FL 012 148

AUTHOR Klinck, Patricia
TITLE Evaluation of the French Immersion Weekends, French Centre, University of Calgary, 1979-80.
INSTITUTION Calgary Univ. (Alberta). French Centre.
PUB DATE May 80
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Continuing Education: *French: *Immersion Programs: Postsecondary Education: Questionnaires: Second Language Instruction: *Teacher Effectiveness: *Weekend Programs
IDENTIFIERS *University of Calgary (Canada)

ABSTRACT

Four French immersion weekends for continuing education students at the University of Calgary were evaluated. Each weekend involved recreational activities for twenty students and four French-speaking monitors at one of two recreational retreats near Calgary. The purpose of the program was to promote fluency in French by encouraging its use in a variety of contexts in a relaxed setting. Sports, games, organized discussions, informal socializing, and meals were all part of the weekends' activities. Much of the evaluation is devoted to the role of the monitors, who had the responsibility of directing activities to maximize benefits to participating students. As models, teachers, advisors, and program directors, the monitors are judged to have done an outstanding job. A few recommendations for improving the program by attending to certain details (e.g., serving French food in the cafeteria) are offered. The evaluation questionnaire completed by students in the program is appended. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED201178

EVALUATION OF THE

FRENCH IMMERSION WEEKENDS

FRENCH CENTRE

UNIVERSITY OF CALGARY

1979 - 80

by

P. Klinck

May 1980

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Patricia Klinck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL 012 148

TABLE OF CONTENTS

		PAGE
I.	Introduction	1
II.	Evaluation	2
	A. Purpose of the Evaluation	
	B. Evaluation Strategy and Instruments	
	C. Observation and Participation	
III.	Essential Aspects of the French Immersion Weekends	4
	A. Student Group	
	B. Instructional Staff	
	C. Administrative Arrangements	
	D. Site of the Camp	
IV.	Description and Assessment of the Activities	6
	A. Goals	
	B. Cultural Themes	
	C. A Sample Schedule of a Weekend	
V.	Role of the Monitors	13
	A. Monitor as Model	
	B. Monitor as Facilitator	
	C. Monitor as Organizer	
VI.	Overall Conclusions	21

DEC 4 1980

I. INTRODUCTION

The French Centre is a part of the Faculty of Continuing Education at the University of Calgary. Mrs. Donna Mydlarski has been Director of the Centre since September 1979. The program under her direction includes non-credit courses, a French "Drop-In" Centre and French language Immersion Weekends. This program has been in existence for some time. The French Immersion Weekends have been organized through the French Centre since October 1977.

The French Centre planned to hold five Immersion Weekends during the scholastic year of 1979-80. In fact, four weekends were held: November 24,25; December 8,9; January 26,27; and February 9,10. The weekend of March 1,2 was cancelled due to a lack of participants. With the exception of the weekend of February 9,10, held at the Lacombe Centre, the Yamnuska Centre has always been the location of the weekends.

The goal of the Immersion Weekends is "to provide an informal learning environment conducive to spontaneous expression in the second language" (Appendix IC). Research on second language learning suggests that students learn better in contact with the target language and culture. Classroom experiences alone cannot fulfill this need. As Calgary is an English-speaking city, the need for extra-curricular contact with the second language is self-evident.

The two most common approaches to enrich second language learning are exchange programs and immersion programs. Due to the constraints of time, distance and money, the latter is the most viable form for the French Centre. Immersion situations are based on a simulated cultural setting where students are encouraged to use the target language with native speakers.

II. EVALUATION

A. PURPOSE OF THE EVALUATION

The purposes of this evaluation are:

1. To provide a description and an evaluation of the essential elements of the French Immersion Weekends, as organized by the French Centre during the scholastic year 1979-80.
2. To provide an analysis and evaluation of the role of monitors during these weekends.
3. To provide the French Centre with recommendations for the Immersion Weekends program.
4. To provide the other agencies with data upon which to base future funding for the French Centre.

Program evaluations are often based on student outcomes. Usually, outcomes are determined by pre-tests and post-tests. It was felt however that the thrust of this evaluation would be a description of the activities observed and the data collected from participant questionnaires. These descriptions and data will be the basis for the following: how the activities can be evaluated in terms of good second language pedagogy, whether the climate of the weekend is conducive to spontaneous expression, how the role of the monitor affects both the preceding aspects, what the perceived strengths and weaknesses of the program are and what form future weekends could take in order to implement these suggestions.

B. EVALUATION STRATEGY AND INSTRUMENTS

The evaluator operated as an observer-participant. While this approach is open to subjectivity, several instruments listed below were employed to generate data:

- Modified Student Activity Measure
- Modified Flanders Analysis
- Student Questionnaire distributed on the Sunday of each weekend
- Ouestionnaire telephoned to half the participants of each weekend (chosen at random)
- Monitor Questionnaires distributed from the French Centre to the monitors participating in the weekends.

The interaction checklist referred to in Appendix 1(B) was abandoned as it appeared far less relevant to the immersion situation than it had been to didactic situations.

C. OBSERVATION AND PARTICIPATION

Basic to the success of an immersion camp is a climate of trust and acceptance. Extreme care was exercised to ensure that monitors were aware of the evaluator's role. The evaluator joined in many of the activities. This developed acceptance of the evaluator and students appeared at ease in her presence. Extreme care was taken to observe the weekends as they evolved. Observation was done within the following general framework: how much French was spoken, how well the activities enhanced the goal of the immersion weekend, what was the role of the monitor, were the activities in keeping with the good practices of second language teaching and what was the overall level of enthusiasm.

The observation schedule was as follows:

November 24,25 - No observation

December 8,9 - Sunday, 9:00 A.M. to 3:30 P.M.

January 26,27 - Saturday, 8:30 A.M. to 5:00 P.M.

February 8,9 - Saturday, 8:30 A.M. to Sunday, 4:00 P.M.

III. ESSENTIAL ELEMENTS OF THE FRENCH IMMERSION WEEKENDS

A. TARGET GROUP

The 54 students who participated in the 4 immersion weekends were from various levels of the University Community: students (N-47), academic staff (N-2) and support staff (N-3). (Two questionnaires were unanswered.) They came from 4 groups: the French Centre (N-12), the Department of Romance Studies (N-25), the Faculty of Continuing Education (N-3), the Faculty of Education (N-12). (No courses indicated N-5.) Students indicated that they were taking as many as 2 to 4 courses in these departments. They rated themselves from beginner (N-18) and intermediate (N-32) to advanced (N-7). There were approximately 1/3 males (N-16) and 2/3 females (N-35). Ages ranged from 15 years to 60 years. Further information on the student target group can be found in Appendix II.

There was no selection of students. They were accepted until the optimal number of 20 was met (i.e. one monitor to every 5 students). They paid $20.00 for a weekend in 1979 and $25.00 for a weekend in 1980.

B. INSTRUCTIONAL STAFF

There was a pool of 5 francophones from which to hire personnel for the weekends. Four are monitors presently hired for the French Drop-In Centre, the fifth taught non-credit courses for the French Centre. There were 2 females and 3 males. The staff represents to some extent "la francophonie mondiale". They come from Quebec, New Brunswick and France. They were chosen on their ability to work with people, their special skills or talents and previous experience with immersion situations.

Briefly, the monitor's role was to be in charge of all aspects of planning: transportation, resource materials, choice of activites. They set the pace and

the mood for the weekends. They were also in charge of the informal evaluation held Sunday afternoons. For 2 of the 4 weekends, there was no designated leader. On all weekends, monitors worked together closely and with great cooperation. They received room and board plus a stipend of $90.00. The designated leader (November 24,25 and February 9,10) received an honorarium of $150.00 and the monitors of that weekend received $90.00.

C. ADMINISTRATIVE ARRANGEMENTS

The Director of the French Centre is in charge of reserving facilities, providing the budget, supervising personnel, planning and evaluation. She was present for part of each weekend. Students and monitors expressed appreciation for her professionalism and her concern for the program. She is also in charge of handling publicity for the weekends. Registrations are handled by the secretary of the French Centre.

D. SITE OF THE CAMP(S)

CAMP YAMNUSKA

Yamnuska is located some 60 miles west of Calgary off Highway 1. It is located in a semi-isolated area of the foothills near a small lake. The site has tennis courts. It is an excellent area for skating, skiing, hiking and horseback riding. There is a large central building which contains a dining room and a large meeting area with a fireplace. Nearby are several annexes. The annex used for the weekends had a large sunken area which served as a discussion pit. Off this area were 2 dormitories and washroom facilities. There is also a log building available for separate meetings. Meals are self-served. Students sit at small tables of 6-8.

LACOMBE CENTRE

One weekend (January 26,27) was held at the Lacombe Centre in Midnapore. This was formerly the residence of a Catholic order. It is a four-storey building with eating facilities in the basement. Students had individual rooms with baths. There was a meeting lounge and a gymnasium at their disposal. The surrounding area is semi-urban.

IV. DESCRIPTION AND ASSESSMENT OF THE ACTIVITIES OF A FRENCH IMMERSION WEEKEND

This chapter describes the activities of a typical weekend. There was a basic pattern of activities common to all weekends.

A. GOALS

To highlight the goal of the weekend is useful at this point. There is the stated goal of the project: "to provide an informal learning environment conducive to spontaneous expression in a second language". However, it is apparent in the "Content Description" of the project (Appendix 1(C)) and the questions outlined in the evaluation proposal that several other goals are also understood, namely the weekends are purported to:

- promote an understanding of the French-Canadian culture
- engage all students actively in linguistic activities
- foster the enjoyment of speaking French.

Interestingly enough, the goals set by the students for their immersion weekends coincide exactly with the goals that are stated by the French Centre.

B. CULTURAL THEME

Mr. Jean-Paul Chavy, former Director of the French Centre, stated in his report (1978-79) that "... monitors responsible for the weekend would develop a series of activities not only conducive to language learning but also providing exposure to the cultural aspects of the French and/or French-Canadian culture".

Each weekend of the 1979-80 year chose a cultural theme around which to build their activities. For example: the November theme was "la Sainte-Catherine", December, "Noël et le Jour de l'An", January, "la Saint-Valentin" and February, "Le Carnaval". This is a useful device as it assists in simulating a cultural setting. It also provides a base of activities such as "la tire", St. Valentine love letters, competition between "les duchées du Carnaval", etc. Monitors exploited the themes exceptionally well.

C. A SAMPLE SCHEDULE FOR THE WEEKENDS

Each schedule followed the same basic pedagogical principles and timing. The format followed by all weekends was developed by Ms. D. Wilson, leader of the weekends of November and February. Following is a sample schedule without reference to specific activities. All activities are planned prior to the weekend. Any extra materials (costume materials, paper, pencils, basketballs, etc.) were organized and ready for each weekend. In general, each monitor was assigned activities for which he was responsible (see Appendix V).

SATURDAY

9:00	Meeting at the French Centre
10:00	Arrival at Yamnuska Centre. Words of welcome. (Time to get baggage brought in, etc.)
10:30	Games outdoors (weather permitting)
11:30	"Ice Breaker" - Games in which students mix and ask individual questions
12:30	Lunch - self-service style - a monitor is at each table of 6-8
1:30-5:30	Presentation of the cultural theme. A wide variety of games of a linguistic nature, i.e. using French exclusively. Some activities are done outdoors weather permitting.
5:30	Supper
7:00	A presentation to winning teams from the afternoon. Songs. Square dancing. "Vin chaud" and cold buffet. Disco dancing

SUNDAY

8:00	Breakfast
9:30-12:30	A variety of activities. Treasure hunt, word games (written), panel discussions
12:30-1:30	Lunch (bags packed)
1:30-3:15	Plays or proverbs (acted out)
3:15	Oral evaluation
3:30	Departure

Each block of time and its activities will now be described according to its purpose and given an assessment.

a) 10:30-12:00 Initiation to the Immersion Situation

Purpose: to breakdown inhibitions between people and inhibitions about speaking French.

Description: There were 2 categories of activities during this period. Firstly, there was a game of soccer or broomball. This was to get everyone involved in a relaxed manner. No command of the language was necessary, although everyone was encouraged to use French. It also was a relief to exercise after the hour's drive in the University's vans!

Immediately afterwards, students participated in a question-answer game, such as socio-bingo or "Qui suis-je?". Both games are designed to get the group mixing, to encourage personalized questions and to allow monitors to assess the strengths and weaknesses of the group.

Assessment: These activities were very successful. Thought had obviously gone into the planning. Equipment and/or material were always ready and available. In spite of the age range, everyone seemed enthused about the game of broomball or soccer. The goals of the camp, particularly those engaging the

students in linguistic activities and fostering enjoyment and spontaneous expression in French, were well served by these activities.

b) Mealtimes

Description: Students chose their tables and their groups. No endeavour was made to assign students in any grouping (age, ability, temperament, with the same monitor, etc.). A monitor sat at each table with the students. Conversation was carried on exclusively in French. The atmosphere was relaxed and friendly.

Assessment: Students felt very strongly (N-15) that mealtimes were the most beneficial to the use of French. They were in small groups with a monitor and were free to discuss any topic.

Food and eating habits are an important part of culture. In particular, they mark special occasions. Monitors are to be strongly commended for their time and effort in preparing special food for the weekends. It would however be beneficial to have French meals and menus prepared by the Yamnuska Centre.

c) 1:30-4:30 Afternoon activities

Purpose: To further the spontaneous use of French and to exploit the cultural theme of the weekend.

Description: The afternoon's activities typically involved a whole group presentation on the cultural theme. Following this, the group was subdivided at random to engage in various games and linguistic activities. Teams were generally kept together and there was good-natured competition, sometimes with points involved to determine the winner.

The pre-weekend planning always allowed for a contingency plan to look after inclement weather or strong groups who finished activities quickly.

It is not within the scope of this description to list and describe all activities during this period. However, the following chart gives a sampling of their scope and diversity. This data is based on information gathered through the Student Activity Measurement (Appendix IV(A)).

Assessment: The principles of good second language learning strategies demand a variety of activities which integrate the four aspects of language: listening, speaking, reading and writing. These activities are most productive when the student is involved in a variety of contexts: alone, in pairs, small groups, large groups. It is hard to fault the planning done by the monitors. In the evaluator's opinion, the choice of activities, the planning and the actual realization was excellent. Students participated with enthusiasm and a sense of confidence. They felt secure that the schedule was "going somewhere". It is not surprising that there were few suggestions for change (see Appendix III). In the future, monitors must always bear in mind that a balance must be struck between activities (which have little linguistic value), linguistic activities and free time. An imbalance of time giving any one of these aspects undue importance detracts from an immersion setting.

As the student questionnaires indicate that students do return for another weekend (N-8), the concept of cultural themes will need to be studied to avoid repetition for students. The administration may want to diversify and use themes which are not subject specific, e.g. the newspapers, poetry, chansonniers, etc. They may also want to consider the possibility of making the cultural theme a minor aspect of the weekend.

The following chart shows how students and monitors were involved.

SATURDAY AFTERNOON ACTIVITIES

A SAMPLING BASED ON THE STUDENT ACTIVITY MEASUREMENT

NAME OF THE ACTIVITY	MONITORS' ROLE	FORM OF STUDENT INVOLVEMENT	SIZE OF GROUP
Presentation of the cultural theme, e.g. Noël	Speaking, using the black board to introduce new vocabulary, asking control questions	Listening, answering questions, asking questions, reading new vocabulary	18-20
Division into teams of 4-5			
(a) Competition of snowmen building	Assisting teams with vocabulary, moving among participants, encouraging, joking	Using snow for sculpture, talking to others about the activity, laughing about results, actively seeking vocabulary	4-5
(b) 3-legged race	Time keepers, using French at all times, setting an example	Participating, sense of relaxation and spontaneity	3
(c) Finish the message	Preparing a written message (beforehand) in which letters are missing. Assisting students in French, ensuring the language is used	Reading the message, finding the missing French words, talking in the group about the message. The winning team reads the message aloud.	4-5
(d) Charades	Pre-planning, assisting groups, setting example by humour, use of French	Acting out the charade, guessing in French for the charade	Small groups presenting to the whole group
(e) Composition of a song on the theme	Assisting with French	Talking about the song, writing it down, singing (reading) it.	4-5
(f) Mots croisés (crosswords)	Pre-planning of mots croisés	Reading, writing, seeking assistance	1

d) 7:00-12:00 Saturday evening

Purpose: To explore another aspect of Canadian culture, to allow students free time and time to socialize.

Description: The monitors taught a square dance which was popular in Quebec. Some evenings, students also learned folk songs. On one evening, they were taught to play the spoons. A mulled wine and cold buffet were prepared and served by the monitors. There were tapes and records of French songs for background music. Depending upon the nature of the afternoon activities, there were culminating activities, such as the crowning of Mademoiselle or Monsieur Carnaval, the presentation of prizes, etc.

Disco music was played till the end of the evening. Some students danced, other sat and chatted.

Assessment: Students enjoyed the square dancing and music. In general, this evening is successful. However, some students (Appendix III) complained that the disco did not appeal to everyone and furthermore was so noisy that it inhibited conversation. As the imbalance of men to women meant that not everyone danced, some thought should be given to an alternative activity or a place to socialize.

e) 9:30-12:00 Sunday morning
1:30-3:15 Sunday afternoon

Purpose: To continue involving students in linguistic activities, and to foster spontaneous expression in French.

Description: Each Sunday morning, there was a treasure hunt outdoors. Although the timing of the event varied, its purpose was to re-involve people in different groups in an activity that was both linguistic and physically active. The treasure hunt was followed by a linguistic activity, such as proverbs, "histoire cumulative", etc.

After lunch, students were divided into groups of varying sizes and assigned a play. The plays were chosen for their humour and simple vocabulary. Students made the necessary costumes to accompany the plays. The monitors moved from group to group helping with the vocabulary and pronunciation.

Assessment: The same good planning evident on Saturday was obvious Sunday. The level of participation by students was high. For many of them, Sunday represented a breakthrough (see Appendix III) in their French. All aspects of second language learning were integrated in these activities.

f) Evaluation

Description: At the end of the afternoon, monitors conducted a brief, informal oral evaluation. Students were generally very positive.

Assessment: This evaluation gives the monitors a chance to have immediate feedback on the weekend. It also shows them to be of good will towards their students and willing to accept any suggestions for change. It must be noticed that there is a danger of a halo effect as in any oral evaluation. Monitors should keep in mind, for the future, that an evaluation in writing is also useful.

V. ROLE OF THE MONITORS

In this section, the role of the monitors will be defined and assessed.

The task of the monitors is a complex and demanding one. It can be analyzed under 3 main headings:

1) The monitor as a model of French usage;

2) The monitor as facilitator;

3) The monitor as organizer.

Each category will now be discussed.

A. THE MONITOR AS MODEL

It is incumbent on the monitors to set the tone of the weekend: Will English be spoken? Students readily volunteered information on this role (see Appendix III(B)). During the 3 observation periods, virtually no English was used, either by monitors or participants. The value of this role cannot be underestimated. It is particularly vital in the presence of rank beginners, where the need for communication of rules, instructions, etc. is so high. Monitors are to be commended for their patience and persistence in speaking French. In general, they showed imagination and sensitivity as they simplified their French to attain a level at which a beginner could follow.

The monitor also serves as a model of correct French. It is he who can correct pronunciation and grammar. Monitors also supply vocabulary. This is a particularly sensitive area. Firstly, an immersion weekend is designed "to provide an informal learning environment". Its stated purpose is not therefore didactic. However, students do want both help and corrections. Some students indicate that they want to be pushed (Appendix III(B)).

If this is to happen in "an environment conducive to spontaneous expression", there is a very fine balance between spontaneity and corrections. Thought must be given as to when corrections must be given, i.e. in large groups, on a one-to-one basis, on Saturday morning, only at meal times, etc. The manner in which students are corrected is also very delicate. To obtain spontaneous expression in a foreign language demands a supportive environment. In suggestology, a new method of second language teaching developed in Sofia, students are not directly directed. Rather their sentence is picked up and re-asked or re-phrased correctly by the teacher. As students develop a better ear for the language, they hear the correction. Initially, their command of

the language is so limited that they may not grasp the correct form. Persistence, however, does lead them to self-criticism and self-correction. This goal of autonomy is the most desirable in second language learning.

Assessment:

1) The monitors are to be commended on their persistence that French be the language of communication.

2) They are to be commended in being patient, helpful and always available (Appendix III(B)).

It is recommended however that consideration be given to an in-service for monitors. There were several comments in the student questionnaires (Appendix III(B)) on the level of French and the difficulties experienced by beginning students. As monitors have had virtually no in-service on ways to correct errors, such help would be most helpful.

Furthermore, more thought should be given to how much and when to correct French. Although this is not a need perceived by students, in the evaluator's opinion, an even better (that is, more supportive) environment would result.

B. THE MONITOR AS FACILITATOR

This aspect of the role of monitor was highlighted for evaluation by Professor Mydlarski. In her definition, she refers to the monitor as a facilitator being "friendly, taking initiative in a conversation, pleasant, helpful and encouraging". The role of facilitator can be looked at in several ways. The monitor must appear friendly, helpful and supportive. This is attained in many ways: voice tone - is it warm and encouraging?; facial expressions - are smiling and approving looks given to students"; eye contact - does the monitor look directly at students when talking?; are all students involved by eye contact?; does the monitor move easily through the group?; does he talk to individuals on a one-to-one basis?; is he part of the laughter and jokes of the weekend?

The 5 who were used as monitors had pleasant appearances and were relaxed among students. There was evidence of laughter, encouragement and personal contacts by all monitors. It must be underlined that the activities chosen enhanced this role of facilitator among the monitors. At a more refined state of facilitator, we must look at the questioning techniques, the use of praise, the soliciting of student involvement and the building upon of student ideas (Appendix IV(B)).

As is obvious, the area of questioning technique is a vital one. Yes/no questions do not further conversation. They give the beginners nothing to build on for an answer. Furthermore, having answered yes or no, the onus is on him to produce a statement or a question. This produces tension, specially in a student who has little French and has many inhibitions.

The nature of the weekends as described previously encouraged both levels in the role of facilitator. The following chart, based on the data gathered by the Modified Flanders Analysis (Appendix IV(B)), gives a profile of 3 different styles of monitors.

TIME LINE: TAKEN OVER A ONE-HOUR PERIOD DURING DIFFERENT OBSERVATION DAYS

	MONITOR X	MONITOR Y	MONITOR Z
Number of corrections, i.e. verb tenses, pronunciation, etc.	13	0	1
Open-ended questions	Mostly Yes/No questions	Mostly open-ended	Few questions but a variety
Voice tone	A quick voice, more energetic	Soft	Soft
Eye contact	A lot	A lot	Sat to one side of the group
Help with vocabulary	Good	Good	Good
Movement among students	All monitors moved a lot from individual to individual or among groups - Excellent		
Explanations of difficult sentences, etc.	All monitors showed sensitivity and tried hard to re-phrase problem sentences.		
Awareness of student problems	Sympathetic, shows concern	Answers too quickly, does not simplify well	Sympathetic
Use of humour	Very little - responds well to jokes	Excellent - initiates humour	Excellent - initiates

Assessment: As the chart indicates, monitors showed very different profiles. It is clearly imperative to hire monitors who complement each other. For example, Monitor X soon assumed a leadership role. When in doubt, students looked to this monitor for assistance. Monitor X tended to set the pace for activities - likely due to a kind of energy and quick response to people and situations. Monitor Z did not impose but rather acted as a back-up person.

In the evaluator's opinion, attention must be given to questioning techniques. Ideally, all monitors should be operating with the open-ended questions for a large portion of the time. The fact that they are not is orfset by the concern they show for students and the nature of the activities chosen. This guaranteed a relaxed and highly involved weekend for the participants. Care must be taken, however, to develop a technique of open-ended questioning for each monitor.

C. THE MONITOR AS ORGANIZER

The monitors had a lot of responsibilities in organizing the weekends. Prior to the weekend, they met and organized the activities. Any resources needed (games, cards, name tags, etc.) were bought or made before leaving. They also assembled an impressive array of reference books, magazines, tapes and records and equipment (record player, amplifiers, tape deck, filmstrip projector, etc.). In some cases, they even undertook to cook special foods to fit into a cultural theme. As they possess very limited training as second language teachers, they are to be commended on their foresight and imagination.

Once on location, there was re-planning according to weather and the group. They also divided their tasks so as to have some monitors actively engaged with the students while others set up the next activity. As students remarked, the pacing was excellent (Appendix III(B)).

When discussing organization, one must look at the role of leadership. This was touched upon briefly on page 18. Whether a leader is appointed or not does not change the reality of the group dynamics. A leader will, in fact, assert himself. The nature of leadership is of course crucial. A very authoritarian leader who delegates well will organize a good weekend. However, if lines of communication and tasks are not clear, monitors may simply not take the initiative and wait for the next orders. Problems can therefore arise in pacing. A more democratic leadership will presume and encourage initiative. Initiative must however operate within guidelines which are clear so as to maintain continuity. Under any leadership, one must decide the role of each monitor in order to utilize his abilities. When a monitor is not directly responsible for an activity, he should be involved with a group or an individual. As the weekends are extremely demanding and intense, fatigue is a factor to be understood and coped with. Monitors do need free time during the weekend, even if only for one half hour. Some decision should be reached on the nature of this free time. For example, is it acceptable for the monitor to stay in the area, but to read or in some other way be inaccessible to students? Or should he simply leave the area for a period of time?

The following chart illustrates the kind of problems that can occur as fatigue sets in between Saturday morning and Sunday morning.

SATURDAY MORNING

ACTIVITY	MONITOR A	MONITOR B	MONITOR C	MONITOR D
(a) Welcome	Talks (R)	Listens	Listens	Listens
(b) Ballon-balai	Prepares for next activity	(R) Responsible for whole group	← →	Prepares for next activity
(c) Sociobingo	← All monitors participate →			
(d) Cultural theme	Talks (R)	Listens	Listens	Listens
(e) Linguistic games	Helps students	Organizes and leads (R)	Helps students	Helps students

(R) indicates the person responsible for the activity.

It is apparent that Monitor A is the leader, but there is good group support. As fatigue became a factor for all participants and monitors, on Sunday morning, there is an evolution in monitor roles which should be avoided in the future.

SUNDAY MORNING

(a) Treasure hunt	← All monitors participate →			
(b) Linguistic games	Keeps game going (R)	Helps and participates	Helps and participates	Helps and participates
(c) Preparation of student presentations	(R) Moving among students	Free reading (inaccessible to students)	Free reading (inaccessible to students)	Has left group situation

This chart points out some traits of all groups. Firstly, each individual contributes to the whole in his own fashion. Cooperation enhances this complementing of different traits. Secondly, on Sunday, another variable was added, mainly fatigue. Tasks had not been clearly outlined. Rather than remaining involved in the process of the weekend, 3 monitors "opted out". This did not become a problem as the time was limited. However, several solutions would have been better in terms of group morale. For example, a monitor could have been assigned to each group. There is ample evidence to believe that a monitor working in depth with a group is highly desirable, both from the point of view of student morale and language learning. This would also have clarified the tasks for each monitor. Secondly, a monitor could have been given free time.

Assessment: Monitors are to be commended on the exceptional job they do of organizing people, activities and materials. They were highly professional in their attitude of cooperation and group interaction.

It is recommended that monitors be assigned to a group during activities. This would serve 2 purposes: to set the task clearly and secondly, to allow maximum contact by each participant with a francophone. Furthermore, it is suggested that care and consideration be given to the hiring and training of monitors so as to derive maximum benefit from each one's skills and ability to complement each other.

VI. OVERALL CONCLUSIONS

The French Immersion Weekends organized by the French Centre have fulfilled a need perceived by administrators and students alike. They are outstanding in several areas: choice and planning of activities which foster the goals perceived by the students and the administration, the scope of the activities which follows closely the best principles of second language learning

and teaching strategies, the excellent cooperation between monitors and their ability to deal with students and linguistic problems.

Several recommendations can be made which in the evaluator's opinion will better the immersion situation.

It is therefore recommended that administration consider the following:

1. The timing of the weekends - it would appear that March is too late in the scholastic year.
2. That some consideration be given to the special needs of rank beginners. For example, a morning or a day long immersion before they attend a full weekend.
3. That the concept of a "cultural theme" be reviewed in the light of the number of students who return for another French Immersion Weekend.
4. That the administration of the site be asked to prepare some French or French-Canadian meals so as to add to the cultural component of the weekend.
5. That an in-service be offered to monitors which would deal with areas of concern: corrections, questioning techniques, establishing a warm rapport, simplifying their French to the students' level.

APPENDICES

Appendix I

A. Questions to be answered by the Observation Schedule.

B. Correspondence between P. Klinck and D. Mydlarksi.

C. Proposal to the Department of Advanced Education and Manpower.

Appendix II

Tally of the questionnaires distributed on the weekends.

Appendix III

A. Resume of the results of the questionnaire to be phoned after the weekend.

B. Profile of the participants interviewed by telephone.

Appendix IV: Evaluation Instruments

A. Modified Student Activity Measurement

B. Modified Flanders Analysis

Appendix V: Schedule of January 26-27 Immersion Weekend.

P. Klinck
6540 Bow Cr. N.W.
Calgary, Alberta
T3B 2B9.

1979:11:15

Mrs. D. Mydlarski
French Centre
Calgary Hall C301
University of Calgary
2920-24 Ave. N.W.
Calgary, Alberta
T2N 1N4.

Dear Donna:

Further to our discussion of November 13, I would like to propose the following schedule and procedures for evaluating the French Centre's "drop-in" program and Immersion Weekends.

As agreed, observations would be carried out three times a month for the drop-in centre. These observations will last one hour each, i.e. 11:30 - 12:30, 12:30 - 1:30 or 6:00 to 7:00 p.m. The times will be chosen at random.

I would suggest that we continue to use a written questionnaire mailed out with a stamped self-addressed envelope. Perhaps we could meet to finalize the questions you would like answered. As we discussed, an observation instrument will be used rather than any "linguistic" achievement tests. I would suggest that we use the modified "Student Activity Measure" chart. This would give answers to the questions you posed in A three and four of your memo. To answer questions on the type of interaction taking place I have used an observation chart based on samplings of conversation taken on a five second interval. This proved to be most helpful and I would suggest using it again. The role of the monitors as facilitators should be observed and described. As mentioned, Flanders analysis, in a modified form would be a useful reference point.

As for the four immersion weekends, I feel that a sampling of each weekend would form the basis of the evaluation. For example, Saturday of the December 8 weekend, the Sunday of the February weekend, etc.

...2

A written questionnaire should be used at the end of the weekend to collect data on the students: age, course, etc. A telephone questionnaire a week later could be done on a random sample of the participants. A week's interval should give some "distance" on impressions and thereby some validity.

I would also suggest several observation techniques

(a) the Student Activity Measurement

(b) the 5 second interval chart

(c) observations to answer

the questions posed in your memo in section 5 (1), and 6 (2).

The format of the reports would be the following

a) a description of the essential elements of the program i.e. goals and objectives, local, personnel, program of activities.

b) results of questionnaires, and a summary of observations.

c) a critique based on the grades of the programs and the data obtained.

d) a conclusion in which commendations and recommendations are given.

Although we will have to refine some details I hope that this meets your evaluation needs, and your approval.

Sincerely,

P. Klinck

The University of Calgary
2920 24 AVE. N.W.
CALGARY, CANADA
T2N 1N4

Centre français/French Centre
Calgary Hall C-301

QUESTIONS THAT WE WOULD HOPE TO HAVE ANSWERED BY THE USE OF AN OBSERVATION SCHEDULE

A. DROP-IN CENTRE

1. Are the monitors fulfilling their role of facilitating conversation? (This includes being friendly - taking the initiative in a conversation, pleasant, helpful and encouraging.)

2. What type of interaction is actually taking place?

   a) between students and monitors,

   b) between anglophone students,

   c) between anglophone & francophone students.

   (Who initiates the conversation?, who keeps the conversation going?, how long does it last?)

3. What amount of monitors' time is spent

   a) helping students with homework,

   b) in general conversation, other than about homework,

   c) in other activities.

4. Is French used exclusively? If not, in which situations and how frequently is English used?

B. IMMERSION WEEKENDS

1. Are the monitors fulfilling their role of facilitating conversation? (This includes being friendly - taking the initiative in a conversation, pleasant, helpful and encouraging.)

B. IMMERSION WEEKENDS - continued

2. What type of interaction is actually taking place?

   a) between students and monitors,

   b) between anglophone students,

   c. between anglophone & francophone students.

   (Who initiates the conversation?, who keeps the conversation going?, how long does it last?)

3. Are all students participating actively within their linguistic limitations?

4. Are the students enjoying themselves?

5. Is French used exclusively? If not, in which situations and how frequently is English used?

PROPOSAL TO THE DEPARTMENT OF ADVANCED EDUCATION AND MANPOWER

I. (a) NAME OF INSTITUTION: The University of Calgary

(b) CONTACT PERSON: Donna Mydlarski, 284-6827

(c) PROPOSED LOCATION OF PROJECT: Yamnuska Centre, near Seebe, Alberta

(d) PROJECT TITLE: French Immersion Weekends

(e) AUTHORIZATION: _____

Dr. R. S. Chapman, Dean
Faculty of Continuing Education

II. OBJECTIVE OF THE PROJECT:

To provide an informal learning environment conducive to spontaneous expression in the second language.

III. CONTENT DESCRIPTION:

The student/monitor ratio of five to one will assure optimal participation of all students. All communication during the weekend must be in the target language. A variety of linguistic, social and cultural activities are organized, usually around a theme such as "la cabane à sucre" or some other aspect of the French-Canadian cultural heritage. Songs are used extensively.

IV. TARGET POPULATION:

Any student taking a French course at the University of Calgary (credit or non-credit). Limit of 20 students per weekend.

V. FORMAT:

(a) TOTAL NUMBER OF CONTACT HOURS - 26 hours per weekend

(b) PROPOSED STARTING DATE - 2 weekends in the fall session 1979
3 weekends in the winter session 1980

VI. PERSONNEL:

Director: Donna Mydlarski, BEd, MA

Monitors: to be selected from among instructors and French-speaking students on campus.

VII. EVALUATION:

An observation schedule will be used to obtain an objective description of the interaction. The observations will be conducted by an outsider. The above is subject to consultation with Dr. G. Babcock of the Department of Advanced Education and Manpower.

VIII. BUDGET (see attached sheet)

TALLY OF THE QUESTIONNAIRES DISTRIBUTED ON THE IMMERSION WEEKENDS

1) What is your affiliation with the University?

a) Academic Staff	2	
b) Support Staff	3	
c) Student	47	No response: 2
d) Spouse of any of the above	0	

2) In what French course are you presently enrolled?

a) French Centre

Beginner:	1	Level 5:	1
Level 3:	2	Advanced:	2
Level 4:	5		

No course indicated: 1 *

b) Continuing Education

Level 2:	2
Intermediate:	2 *

c) Department of Romance Studies

201:	2	315:	1
203:	1	351:	1
205:	2	361/420:	1
317:	8	515:	1 *
305:	2		
307/317:	6	No course indicated:	5

d) Faculty of Education

458:	1	520:	1
465:	1	Student teaching:	1

No course indicated: 1 *

* Students sometimes indicated 2 courses

3) Personal data

a) Sex

i)	Male	16
ii)	Female	38

b) Age

i)	15-20	24
ii)	21-30	18
iii)	31-40	9
iv)	41-50	3
v)	51-60	0
vi)	61 & over	0

4) In your opinion, what is your level of oral French?

a)	Speak and understand oral French with no difficulty	6
b)	Understand oral French but have some difficulty expressing myself	30
c)	Have difficulty understanding and speaking French	18

d) Other comments

Nil

ANSWERS TO QUESTIONNAIRES TELEPHONED TO THE PARTICIPANTS OF IMMERSION WEEKENDS

25 participants were chosen at random from the group. This represents approximately one half of all participants (N-54). The questionnaire was given by telephone one week or so after the weekend. The delay was to allow students to have more objectivity about their reactions to the weekend.

1a) What were your reasons for attending an immersion weekend?

- To improve my ability to speak French: 13
- To give an "oral back up" to a course being taken: 7
- To have the experience of being in an immersion situation: 5
- To be with others and speak French: 3
- Because they enjoy speaking French: 3
- To enjoy a new social situation: 3
- To overcome inhibitions about speaking French: 3
- To meet francophones: 1

1b) Do you feel you achieved your goal?

YES: 22
NO: 3

Other comments: Yes - I spoke more French than previously, because the group was more homogeneous.

No - Other students were so advanced I had little opportunity to speak.

2) Have you attended other French Immersion Weekends? If yes, which weekends (first or second) were the most valuable?

YES: 8
NO: 17

If yes:
- Both (or all) weekends were valuable: 2
- More valuable than the first because this year they are better organized: 3
- My French has improved so the weekend is more valuable: 2

3) During which period (or activity) of the day did you use your French the most?

- Sociobingo: 1
- Written exercises: 1
- Games: 2
- "Free" time 5
- Proverbs and plays: 5
- Mealtimes: 15

Other comments included:

- Mealtimes allowed for continuous, natural conversations: 3
- At mealtimes, it was possible to talk to a monitor in a small group: 7
- Mealtimes and free time allowed the participants to choose their own topics: 3
- Plays were a basis for discussion: 1

4) When did you feel you had made your greatest improvement in French (e.g. you began to think in French)?

- Sunday noon: 10
- Second day in general: 4
- Saturday evening: 3
- Already were thinking in French: 3
- At no particular point in the weekend: 2
- Never, I was not progressing: 1
- Never, the weekend was too short: 1

5) Were the monitors helpful?

- Very helpful: 11
- Patient: 5
- Excellent organizers: 4
- Corrected in a pleasant way: 3
- Always there to help: 3
- Provided good models as they never spoke English: 2
- Monitors were good at drawing shy people out: 2
- Good listeners: 1

- The participants needed more one-to-one situations: 1

- The men were less helpful than the women: 1

6) Did the weekend help you overcome inhibitions about speaking French?

YES: 15
NO: 8

Not relevant: 2

Comments: (if yes)

- The weekends seem real - more so than the classroom: 3

- The inhibitions came back once I got back to class: 2

Comments: (if no)

- Did not have any inhibitions: 5

- Had already tried an immersion situation: 2

- The weekend was too short: 1

7) As a result of participating in a French weekend, have you been encouraged to increase your use of French? If yes, give an example.

YES: 23
NO: 0

Uncertain: 2

Comments: (if yes)

- I plan to attend other weekends: 5

- I plan to attend the French Drop-In Centre because I now know the monitors: 8

- I plan to take other courses: 4

Comments: (if uncertain)

- I already have too many commitments: 3

8) If you could change the weekend, what would you do?

- I'd change nothing! Well organized: 13
- Saturday evening should be better organized: 4
- Monitors should be more sensitive to the problems of beginners: 3
- Weekends (or at least groups) should be divided according to fluency: 2
- Would like to have been pushed harder: 2
- Longer weekends: 2

PROFILE OF THE PARTICIPANTS INTERVIEWED BY TELEPHONE

1) What is your affiliation with the University?

a)	Academic Staff	1
b)	Support Staff	2
c)	Student	21
d)	Spouse of any of the above	

Not shown: 2

2) In what French course are you presently enrolled?

a) French Centre

- Level IV: 2
- Advanced: 2

b) Faculty of Continuing Education

- Level II: 2
- Level IV: 1
- Not shown: 2

c) Department of Romance Studies

- 201: 1
- 203: 1
- 205: 2
- 215: 2
- 305: 1
- 307/317: 3
- 351: 1
- 361/420: 1
- Not shown: 3

d) Faculty of Education

- 217: 2

3) Personal data

a) Sex

i)	Male	10
ii)	Female	16

b) Age

i)	15-20	12
ii)	21-30	9
iii)	31-40	4
iv)	41-50	1
v)	51-60	0
vi)	61 & over	0

4) In your opinion, what is your level of oral French?

a)	Speak and understand oral French with no difficulty	4
b)	Understand oral French but have some difficulty expressing myself	9
c)	Have difficulty understanding and speaking French	13

Student Activity Measurement

1. Talking:
   (a) replying to teacher questions
   (b) asking questions of the teacher
   (c) conversation with peers
   (d) conversation with teacher
   (e) conversation among monitors
   (f) student level of French

2. Listening:
   (a) to teacher presentations
   (b) to peer presentations, etc.
   (c) to audio aids - tapes, records, etc.

3. Cultural Activities:
   (a) songs
   (b) games - simulation
   (c) discussion

4. Writing:
   (a) taking notes
   (b) doing exercises
   (c) for self expression

5. Reading:
   (a) oral reading of passage
   (b) reading of exercises
   (c) free reading

Based on the chart (p. 109), School Administrator's Handbook of Teacher Supervision and Evaluation Methods, Ronald T. Hyman, Prentice Hall, Inc. p. 109.

STUDENT ACTIVITY MEASURE (MODIFIED)

DATE: _____

TIME: _____

NO. OF STUDENTS: _____

I. No. of Students	1	3-5	6-10	All
II. Activity:				
A. Listening to: Monitor				
Participant				
B. Reading: Assigned				
Reference				
Pleasure				
C. Writing: Note taking				
Workbook				
Creative				
Test				
D. Talk (student initiates):				
to teacher				
to other students				
Talk (monitor initiates)				
to students				
E. Use of A/V equipment				
F. Presentations of a play/report, panel, etc.				

Description of Activities - Based on Flanders' Analysis

I. Teacher Talk:

A. Indirect Influence:

1. Accepts feelings of students:

a) predicts feelings

b) recalls feelings

c) promotes positive feelings

2. Praising or encouragement:

a) jokes that release tension

b) gestures

c) voice tone - warmth

d) voice - quality

e) eye contact

f) teacher movement

g) use of "small" words, "go on", "yes"

3. Accepts or builds on student ideas

4. Asks questions with the intent that students answer:

a) closed questions

b) open ended questions

B. Direct Influence:

1. Lecturing

2. Giving Directions

3. Criticizing or Justifying Authority

II. Student Talk:

1. Student response - to a teacher question

2. Student talk - initiated by students

3. Silence or confusion

Centre Lacombe January 26/27

Samedi:

9:00: rencontre au centre français

9:30: départ

10:00: arrivée
mot de bienvenue - Pierre

10:30: soccer - Pierre

11:30: socio-bingo - Armand

12:00: diner

1:00: formation des équipes - Joanne

1:15: complètez le message - Joanne

1:45: 2 proverbes - Armand

2:15: course par couple - Pierre

souque à la corde - Pierre

cherchez les objets - Armand

visite du monastère - Joanne

charades - Armand

bruits - Armand

jeu du bateau - Joanne

jeu des personnages célèbres - Joanne

mot croisé - Armand

poêmes de la St. Valentin - Joanne

écrire lettre d'amour - Joanne

5:30: souper

7:00: explication de la St. Valentin -- Pierre

7:15: présentation de diapositives - Pierre

danse carrée - Armand, Joanne

chansons - tous

disco, vin chaud, fromage - Armand

coeurs en chocolat

Dimanche

8:00: réveil

8:30: déjeuner

9:30: trouvez mots en V - Joanne

10:45: course au trésor - Armand

11:45: costumes - Pierre

12:00: diner, baggages

1:30: jeu de numéros - Pierre

2:00: pieces de théatre - Armand

3:15: évaluation

3:30: départ